



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

SAU: Education in Unorganized Terr

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: 03



**MAINE
DEPARTMENT OF EDUCATION**

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	17	16	94		75	73	<1	75	13	13	16	0	
	2010-2011	17	17	100		65	70	6	59	18	18	17	0	0
Female	2009-2010	8	8	100			76							
	2010-2011	9	9	100			74							
Male	2009-2010	9	8	89			69							
	2010-2011	8	8	100			66							
Caucasian/White	2009-2010	16	15	94		73	74	<1	73	13	13			
	2010-2011	17	17	100		65	71	6	59	18	18			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	1	1	100			66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	9	8	89			62							
	2010-2011	13	13	100		77	58	8	69	8	15			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	4	3	75			38							
	2010-2011	6	6	100			34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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SAU: Education in Unorganized Terr
Grade: 04



MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	12	12	100		42	67	<1	42	42	17	12	0	
	2010-2011	20	20	100		75	67	20	55	15	10	19	1	0
Female	2009-2010	7	7	100			71							
	2010-2011	10	10	100		60	72	20	40	30	10			
Male	2009-2010	5	5	100			63							
	2010-2011	10	10	100		90	63	20	70	<1	10			
Caucasian/White	2009-2010	12	12	100		42	68	<1	42	42	17			
	2010-2011	17	17	100		76	68	24	53	12	12			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	2	2	100			62							
Economically Disadvantaged	2009-2010	7	7	100			56							
	2010-2011	10	10	100		80	56	10	70	10	10			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	3	3	100			34							
	2010-2011	5	5	100			29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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SAU: Education in Unorganized Terr
Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	22	22	100		64	72	<1	64	32	5	22	0	
	2010-2011	10	10	100		70	70	10	60	30	<1	9	1	0
Female	2009-2010	10	10	100		70	78	<1	70	20	10			
	2010-2011	4	4	100			75							
Male	2009-2010	12	12	100		58	67	<1	58	42	<1			
	2010-2011	6	6	100			66							
Caucasian/White	2009-2010	22	22	100		64	73	<1	64	32	5			
	2010-2011	10	10	100		70	71	10	60	30	<1			
African American/Black	2009-2010	0	0				57							
	2010-2011	0	0				48							
Hispanic	2009-2010	0	0				70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	0	0				73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	15	15	100		73	62	<1	73	20	7			
	2010-2011	7	7	100			60							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	1	1	100			36							
	2010-2011	3	3	100			34							
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: 06



**MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	16	16	100		44	68	6	38	50	6	16	0	
	2010-2011	17	17	100		76	72	<1	76	24	<1	17	0	0
Female	2009-2010	10	10	100		50	74	<1	50	50	<1			
	2010-2011	8	8	100			76							
Male	2009-2010	6	6	100			63							
	2010-2011	9	9	100			68							
Caucasian/White	2009-2010	16	16	100		44	69	6	38	50	6			
	2010-2011	17	17	100		76	73	<1	76	24	<1			
African American/Black	2009-2010	0	0				47							
	2010-2011	0	0				52							
Hispanic	2009-2010	0	0				62							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	0	0				70							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	6	6	100			56							
	2010-2011	12	12	100		83	60	<1	83	17	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	1	1	100			29							
	2010-2011	1	1	100			33							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				46							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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SAU: Education in Unorganized Terr
Grade: 07



**MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	8	8	100			69					8	0	
	2010-2011	8	8	100			66					8	0	0
Female	2009-2010	5	5	100			76							
	2010-2011	5	5	100			73							
Male	2009-2010	3	3	100			62							
	2010-2011	3	3	100			59							
Caucasian/White	2009-2010	8	8	100			69							
	2010-2011	8	8	100			67							
African American/Black	2009-2010	0	0				53							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				60							
	2010-2011	0	0				52							
Asian or Pacific Islander	2009-2010	0	0				77							
	2010-2011	0	0				64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				61							
Economically Disadvantaged	2009-2010	3	3	100			57							
	2010-2011	4	4	100			52							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	1	1	100			28							
	2010-2011	0	0				25							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				40							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: 08



**MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	6	6	100			68					6	0	
	2010-2011	8	8	100			72					8	0	0
Female	2009-2010	5	5	100			76							
	2010-2011	4	4	100			78							
Male	2009-2010	1	1	100			61							
	2010-2011	4	4	100			68							
Caucasian/White	2009-2010	6	6	100			69							
	2010-2011	7	7	100			73							
African American/Black	2009-2010	0	0				50							
	2010-2011	0	0				52							
Hispanic	2009-2010	0	0				57							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	0	0				76							
	2010-2011	0	0				84							
American Indian or Native Alaskan	2009-2010	0	0				50							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	4	4	100			56							
	2010-2011	3	3	100			61							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	0	0				26							
	2010-2011	1	1	100			32							
Limited English Proficient	2009-2010	0	0				43							
	2010-2011	0	0				49							

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: High School



**MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	17	16	94		38	47	13	25	44	19	16	0	
	2010-2011	12	11	92		45	50	9	36	55	<1	10	1	0
Female	2009-2010	7	6	86			49							
	2010-2011	7	7	100			54							
Male	2009-2010	10	10	100		40	46	10	30	30	30			
	2010-2011	5	4	80			46							
Caucasian/White	2009-2010	16	15	94		33	48	7	27	47	20			
	2010-2011	12	11	92		45	51	9	36	55	<1			
African American/Black	2009-2010	1	1	100			28							
	2010-2011	0	0				23							
Hispanic	2009-2010	0	0				42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	8	7	88			31							
	2010-2011	8	7	88			34							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	0	0				16							
	2010-2011	2	2	100			17							
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	0	0				9							

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SAU: Education in Unorganized Terr
Grade: 03



MAINE
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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	17	16	94		63	62	13	50	13	25	16	0
	2010-2011	17	17	100		47	61	<1	47	35	18	17	0
Female	2009-2010	8	8	100			61						
	2010-2011	9	9	100			59						
Male	2009-2010	9	8	89			63						
	2010-2011	8	8	100			64						
Caucasian/White	2009-2010	16	15	94		60	63	13	47	13	27		
	2010-2011	17	17	100		47	63	<1	47	35	18		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	9	8	89			50						
	2010-2011	13	13	100		46	49	<1	46	38	15		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	4	3	75			33						
	2010-2011	6	6	100			35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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SAU: Education in Unorganized Terr
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	12	12	100		42	62	8	33	33	25	12	0
	2010-2011	20	20	100		65	60	5	60	20	15	19	1
Female	2009-2010	7	7	100			62						
	2010-2011	10	10	100		50	60	<1	50	30	20		
Male	2009-2010	5	5	100			63						
	2010-2011	10	10	100		80	61	10	70	10	10		
Caucasian/White	2009-2010	12	12	100		42	63	8	33	33	25		
	2010-2011	17	17	100		65	61	6	59	18	18		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	2	2	100			56						
Economically Disadvantaged	2009-2010	7	7	100			50						
	2010-2011	10	10	100		70	48	<1	70	20	10		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	3	3	100			36						
	2010-2011	5	5	100			31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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SAU: Education in Unorganized Terr
Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	22	22	100		55	64	5	50	18	27	22	0
	2010-2011	10	10	100		30	61	10	20	40	30	9	1
Female	2009-2010	10	10	100		60	64	<1	60	20	20		
	2010-2011	4	4	100			61						
Male	2009-2010	12	12	100		50	64	8	42	17	33		
	2010-2011	6	6	100			61						
Caucasian/White	2009-2010	22	22	100		55	65	5	50	18	27		
	2010-2011	10	10	100		30	62	10	20	40	30		
African American/Black	2009-2010	0	0				37						
	2010-2011	0	0				32						
Hispanic	2009-2010	0	0				55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	15	15	100		53	51	7	47	20	27		
	2010-2011	7	7	100			47						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	1	1	100			34						
	2010-2011	3	3	100			30						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: 06



MAINE
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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	16	16	100		31	63	6	25	38	31	16	0
	2010-2011	17	17	100		41	64	<1	41	35	24	17	0
Female	2009-2010	10	10	100		40	62	10	30	30	30		
	2010-2011	8	8	100			63						
Male	2009-2010	6	6	100			63						
	2010-2011	9	9	100			64						
Caucasian/White	2009-2010	16	16	100		31	64	6	25	38	31		
	2010-2011	17	17	100		41	65	<1	41	35	24		
African American/Black	2009-2010	0	0				40						
	2010-2011	0	0				36						
Hispanic	2009-2010	0	0				49						
	2010-2011	0	0				57						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	0	0				66						
American Indian or Native Alaskan	2009-2010	0	0				50						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	6	6	100			49						
	2010-2011	12	12	100		42	50	<1	42	33	25		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	1	1	100			29						
	2010-2011	1	1	100			28						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: 07



**MAINE
DEPARTMENT OF EDUCATION**

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	8	8	100			60					8	0
	2010-2011	8	8	100			58					8	0
Female	2009-2010	5	5	100			59						
	2010-2011	5	5	100			59						
Male	2009-2010	3	3	100			61						
	2010-2011	3	3	100			58						
Caucasian/White	2009-2010	8	8	100			61						
	2010-2011	8	8	100			60						
African American/Black	2009-2010	0	0				35						
	2010-2011	0	0				29						
Hispanic	2009-2010	0	0				42						
	2010-2011	0	0				44						
Asian or Pacific Islander	2009-2010	0	0				72						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	3	3	100			46						
	2010-2011	4	4	100			44						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	1	1	100			25						
	2010-2011	0	0				22						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	6	6	100			60					6	0
	2010-2011	8	8	100			59					8	0
Female	2009-2010	5	5	100			60						
	2010-2011	4	4	100			58						
Male	2009-2010	1	1	100			59						
	2010-2011	4	4	100			60						
Caucasian/White	2009-2010	6	6	100			60						
	2010-2011	7	7	100			60						
African American/Black	2009-2010	0	0				34						
	2010-2011	0	0				32						
Hispanic	2009-2010	0	0				48						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	0	0				71						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	4	4	100			45						
	2010-2011	3	3	100			44						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	0	0				21						
	2010-2011	1	1	100			22						
Limited English Proficient	2009-2010	0	0				29						
	2010-2011	0	0				32						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	17	16	94		56	45	<1	56	13	31	16	0
	2010-2011	12	11	92		27	49	<1	27	64	9	10	1
Female	2009-2010	7	6	86			43						
	2010-2011	7	7	100			47						
Male	2009-2010	10	10	100		50	47	<1	50	20	30		
	2010-2011	5	4	80			51						
Caucasian/White	2009-2010	16	15	94		53	46	<1	53	13	33		
	2010-2011	12	11	92		27	50	<1	27	64	9		
African American/Black	2009-2010	1	1	100			22						
	2010-2011	0	0				21						
Hispanic	2009-2010	0	0				40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	8	7	88			28						
	2010-2011	8	7	88			31						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	0	0				14						
	2010-2011	2	2	100			15						
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	0	0				17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: 05



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DEPARTMENT OF EDUCATION

Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	10	10	100		30	64	<1	30	40	30	10	0
Female													
	2010-2011	4	4	100			64						
Male													
	2010-2011	6	6	100			65						
Caucasian/White													
	2010-2011	10	10	100		30	66	<1	30	40	30		
African American/Black													
	2010-2011	0	0				32						
Hispanic													
	2010-2011	0	0				50						
Asian or Pacific Islander													
	2010-2011	0	0				68						
American Indian or Native Alaskan													
	2010-2011	0	0				58						
Economically Disadvantaged													
	2010-2011	7	7	100			53						
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	2	2	100			36						
Limited English Proficient													
	2010-2011	0	0				36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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SAU: Education in Unorganized Terr
Grade: 08



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	8	8	100			71					8	0
Female													
	2010-2011	4	4	100			69						
Male													
	2010-2011	4	4	100			73						
Caucasian/White													
	2010-2011	7	7	100			72						
African American/Black													
	2010-2011	0	0				46						
Hispanic													
	2010-2011	0	0				59						
Asian or Pacific Islander													
	2010-2011	0	0				73						
American Indian or Native Alaskan													
	2010-2011	0	0				61						
Economically Disadvantaged													
	2010-2011	3	3	100			60						
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	1	1	100			41						
Limited English Proficient													
	2010-2011	0	0				39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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SAU: Education in Unorganized Terr
Grade: High School



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in SAU	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	12	12	100		42	44	<1	42	42	17	11	1
Female													
	2010-2011	7	7	100			40						
Male													
	2010-2011	5	5	100			48						
Caucasian/White													
	2010-2011	12	12	100		42	45	<1	42	42	17		
African American/Black													
	2010-2011	0	0				19						
Hispanic													
	2010-2011	0	0				37						
Asian or Pacific Islander													
	2010-2011	0	0				49						
American Indian or Native Alaskan													
	2010-2011	0	0				26						
Economically Disadvantaged													
	2010-2011	8	8	100			29						
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	2	2	100			14						
Limited English Proficient													
	2010-2011	0	0				10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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SAU: Education in Unorganized Terr
Grade: Elementary



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students		100	99		72	69		100	99		51	61		95	95
Caucasian/White		100	99		71	70		100	99		49	62			
African American/Black		*	95		*	44		*	99		*	33			
Hispanic		*	97		*	59		*	99		*	49			
Asian or Pacific Islander		*	97		*	67		*	99		*	62			
American Indian or Native Alaskan		*	99		*	65		*	99		*	61			
Economically Disadvantaged		*	99		77	58		*	99		50	48			
Students with Disabilities		*	98		*	33		*	98		*	32			
Limited English Proficient		*	92		*	43		*	99		*	34			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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SAU: Education in Unorganized Terr
Grade: Middle



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students		*	99		56	70		*	99		34	61		95	95
Caucasian/White		*	99		58	71		*	99		35	61			
African American/Black		*	96		*	50		*	99		*	34			
Hispanic		*	97		*	62		*	99		*	51			
Asian or Pacific Islander		*	98		*	71		*	99		*	66			
American Indian or Native Alaskan		*	98		*	68		*	98		*	58			
Economically Disadvantaged		*	99		67	58		*	99		33	47			
Students with Disabilities		*	98		*	30		*	98		*	24			
Limited English Proficient		*	92		*	45		*	99		*	37			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr
Grade: High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students		*	96		*	49		*	96		*	47			83
Caucasian/White		*	96		*	50		*	96		*	48			83
African American/Black		*	93		*	26		*	93		*	22			73
Hispanic		*	90		*	44		*	90		*	38			77
Asian or Pacific Islander		*	96		*	47		*	96		*	55			89
American Indian or Native Alaskan		*	89		*	31		*	88		*	30			67
Economically Disadvantaged		*	94		*	33		*	94		*	30			71
Students with Disabilities		*	91		*	17		*	91		*	15			65
Limited English Proficient		*	94		*	11		*	94		*	16			80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



SAU: Education in Unorganized Terr



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	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the SAU ¹	*	*	*	*	*	*

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the State with Emergency/ Conditional Certification as of April 30, 2011	*

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers		
	SAU Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	*	*	*

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

*Data Not Provided.

See MDOE NCLB - State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>

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SAU: Education in Unorganized Terr



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Reading



Group

Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2010-2011	NAEP* 2008-2009	NECAP 2010-2011	NAEP* 2008-2009
All Students	95	93	100	93
Students with Disabilities	80	77	100	81
Limited English Proficient		90		76

Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2010-2011	21	53	16	11	2008-2009	8	28	35	30

Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2010-2011	‡	‡	‡	‡	2008-2009	3	32	45	20

*The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students.

Note: Achievement levels were reported in 2010-2011 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡Reporting Standards Not Met

2011-2012 NCLB Report Card



SAU: Education in Unorganized Terr



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Mathematics



Group

Group	Percent of Students Tested			
	Grade 4		Grade 8	
	NECAP 2010-2011	NAEP* 2008-2009	NECAP 2010-2011	NAEP* 2008-2009
All Students	95	93	100	92
Students with Disabilities	80	92	100	88
Limited English Proficient		92		90

Grade 4: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2010-2011	5	63	16	16	2008-2009	7	38	42	13

Grade 8: All Students

Testing Year	NECAP				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Level 4	Level 3	Level 2	Level 1		Advanced	Proficient	Basic	Below Basic
2010-2011	‡	‡	‡	‡	2008-2009	8	27	42	22

*The 2008-2009 NAEP data is the most current and is state level data. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all schools and students.

Note: Achievement levels were reported in 2010-2011 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

‡Reporting Standards Not Met